

Spring 2018

Impact of a hand hygiene curriculum and group handwashing station at two primary schools in East Africa

Stephanie Pasewaldt
James Madison University

Follow this and additional works at: <https://commons.lib.jmu.edu/honors201019>

 Part of the [Public Health Education and Promotion Commons](#)

Recommended Citation

Pasewaldt, Stephanie, "Impact of a hand hygiene curriculum and group handwashing station at two primary schools in East Africa" (2018). *Senior Honors Projects, 2010-current*. 549.
<https://commons.lib.jmu.edu/honors201019/549>

This Thesis is brought to you for free and open access by the Honors College at JMU Scholarly Commons. It has been accepted for inclusion in Senior Honors Projects, 2010-current by an authorized administrator of JMU Scholarly Commons. For more information, please contact dc_admin@jmu.edu.

**Impact of a Hand Hygiene Curriculum and Group Handwashing Station at Two Primary
Schools in East Africa**

An Honors College Project Presented to
The Faculty of the Undergraduate
College of Health and Behavioral Sciences
James Madison University

By Stephanie Elise Pasewaldt

May 2018

Accepted by the faculty of the Department of Health Sciences, James Madison University, in
partial fulfillment of the requirements for the Honors College

FACULTY COMMITTEE:

Project Advisor: Dr. Stephanie Baller, Ph. D.,
Associate Professor, Health Sciences

Reader: Ms. Lucy Malenke, M.F.A.,
Assistant Professor of Writing

Reader: Dr. Sarah Blackstone, Ph. D.,
Assistant Professor, Health Sciences

HONORS COLLEGE APPROVAL:

Bradley R. Newcomer, Ph.D.,
Dean, Honors College

PUBLIC PRESENTATION

This work is accepted for presentation, in part or in full, at Honors Symposium on April 18, 2018.

Preface for Entire Project

My final honor's project is a combination of both a research and creative project. The ultimate goal of my project was to promote handwashing at two schools in East Africa through a program called "Healthy Hygiene Spirit Week", and subsequently evaluate the effectiveness of this program. The project consisted of several parts, which I have summarized below. The parts were initially created as their own individual documents, however, for this submission I have compiled them into a single PDF separated into labeled parts.

Part 1: Research Article

The final research article evaluating the educational and environmental interventions of Healthy Hygiene Spirit Week on students' knowledge, attitude, and behaviors related to handwashing.

Part 2: Pre-and Post-Student Handwashing Survey Instruments

The instruments I developed to evaluate the effectiveness of Healthy Hygiene Spirit Week on student's knowledge, attitudes, and behaviors related to handwashing for the research article.

Part 3: Healthy Hygiene Spirit Week Program Guide

I developed this program guide to explain the background of Healthy Hygiene Spirit Week, and the process I went through to design a handwashing promotion program. It is an overview of my entire project discussing both the program planning and research elements of my project. The intended audience of this guide is other health educators who are interested in planning a handwashing promotion program.

Part 4: Healthy Hygiene Spirit Week's Hand-Hygiene Curriculum: A Facilitator's Guide

I developed the Facilitator's Guide to provide step by step instructions of how to implement the six-day curriculum of Healthy Hygiene Spirit Week. It consists of lesson plans, activities, and preparations for each day of the program. I used this guide to implement the hand-hygiene curriculum intervention component of the program. It was also designed for future use by other health educators interested in replicating the program.

Part 5: Healthy Hygiene Spirit Week's Hand-Hygiene Curriculum: Supplemental Materials for the Facilitator

I developed the supplemental materials document to further explain the activities and concepts mentioned in the facilitator's guide.

Part 6: Healthy Hygiene Spirit Week Student Workbook

I developed this workbook for students to correspond to the activities and lessons in the facilitator's guide. Students completed this program throughout Healthy Hygiene Spirit Week.

Acknowledgements

This project would not have been possible without the support of my Project Advisor, Dr. Stephanie Baller, whom I would like to express my immense gratitude towards. I would also like to thank my project committee, Ms. Lucy Malenke and Dr. Sarah Blackstone, and the entire Health Sciences Department for providing me with the skills necessary to carry out this project. Additionally, I would like to thank Owimbi Academy and Raising Up Hope for Uganda for their enthusiasm and participation in the study and expresses gratitude for Nick Oketch, Patrick Ssenyonjo, and William Bukenya for assisting as translators in the schools and helping coordinate the implementation of the study's interventions.

Finally, I would like to acknowledge James Madison University's Honor's College for the support and resources they have provided to me and to other students in the Honor's College. Receiving the Hillcrest Scholarship from the Honor's College enabled me to turn my project ideas into actions.